

**KENTUCKY STATE UNIVERSITY
BOARD OF REGENTS
AGENDA ITEM BACKGROUND**

To: Board of Regents, Academic Affairs Committee	Date: April 24, 2009
From: Dr. James P. Chapman	
Subject: New Program Waiver Resolution	
Reason for Consideration: Approval	Enclosure: Yes

Background:

The Board of Regents is asked to adopt and submit to the Council on Postsecondary Education's Committee on Equal Opportunities the following resolution:

Be it resolved that the Kentucky State University Board of Regents, based on the attached proposal, intends to exercise its privilege to submit new program proposals under the quantitative waiver provisions of KRS 164.020(19) for Kentucky State University during the calendar year 2009.

Recommendation:

APPROVAL

Initiator:	Dr. James P. Chapman Interim Provost/Vice President for Academic Affairs
Board Action Date:	April 24, 2009
Effective Date:	April 24, 2009

Quantitative Waiver Proposal

A. Introduction

Kentucky State University submits this proposal as part of the Institution's application for a quantitative waiver. The University exhibited continuous progress in four out of seven objectives established in the Kentucky Plan.

The University achieved its goal in the following areas:

1. Kentucky African-American undergraduate enrollments
2. Employment of African-Americans as executive, administrative and managerial Staff
3. Employment of African American faculty
4. Employment of African Americans as other professionals

The University did not achieve its goals in the following three areas:

1. Retention of First-Year Kentucky resident students (objective was 52.2% for all Kentucky undergraduates, actual performance was 43.4% for African American students and 42.9% for white students)
2. Retention of all Kentucky resident undergraduate students (objective was 66.1% for all Kentucky undergraduates; actual performance was 65.9% for African American students and 69.2% for white students).
3. Six-year graduation rate for degree-seeking Kentucky residents – fall 2002 cohort (objective was 25.4% for all students; actual performance was 16.3% for African American students and 19.5% for white students).

B. Reasons for Current Status

Kentucky State University is challenged by various issues that negatively impact its efforts to manage the widening gap associated with college affordability for minority and all students attending the institution. While approximately 20% of all Kentucky students from low income families went to college ten years ago, that number has now declined. This same trend is indicated by national data, as students now graduate with nearly twice as much education-related debt than ten years ago. Financial aid is available. However, the University has experienced a national trend that shifted such aid from need-based to merit-based criteria. Our efforts to counter these exclusionary trends have centered around our belief that minority and lower-income students have much potential for success, but must be provided ample financial support to do so. The institution has made significant and critical investments in its efforts to reverse the national trend and more effectively address affordability from a "needs-based" perspective.

Students who take remedial classes often must spend more time in college than those who do not require it. In its 2008 Developmental Education Update, the CPE reported that 48% of recent Kentucky high school graduates required remediation in one or more subjects, and 54% of all students entering post-secondary institutions required the same. In 2004, 53% of Kentucky public college entrants were unprepared in one or more subjects. The percentage of students who were unprepared in mathematics increased from 41% in 2002 to 44% in 2004. Within the higher education system of Kentucky, Kentucky State University, as the state's only HBCU, traditionally enrolls a significantly higher proportion of under-prepared students than the other institutions. Kentucky State had 85.3% of its 2002 credential-seeking cohort (with placement

data) under-prepared, and 50 percent required remediation in three subject areas. The 2004 cohort improved, with 80.7 percent requiring remediation and 37 percent in three subject areas.

Data from the National Survey of Student Engagement (NSSE) and the Noel-Levitz College Student Inventory (CSI) provide useful information also suggesting some of the reasons for lower student performance. The results from the 2007 NSSE survey show that on average KSU students spent less than 11 - 15 hours per week studying. In 2003 and 2004, they devoted even less time. It has been a long accepted rule of thumb among faculty that a student should spend 2-3 hours preparing for class for each credit hour. Another indicator of insufficient student engagement with campus academic life is excessive absenteeism. Faculty report that it is the single greatest factor which contributes to poor academic performance. A random survey of attendance in developmental and gateway mathematics classes, for example, reveals that students who receive a grade below "C" usually have unexcused absences three to four times that set by University policy and published in the KSU Catalogue. Why students do not spend more time studying or have excessive absences has a complex answer. Not all of the reasons for students spending insufficient time on or in classes can necessarily be attributed to aversion to studying. The NSSE results reveal that KSU students, freshman and seniors, spend considerably more time than the average NSSE student in providing care for dependents who live with them (whether children, parents, an injured or sick spouse), in commuting to class, and working.

The comprehensive CSI Summary and Planning Reports for fall 2004 through spring 2008 (received by the UNV 101 Coordinator) provide important summaries of the self-reported information shared by the KSU freshmen enrolled in the UNV 101 course. For evaluation purposes, the CSI Summary and Planning Reports for eight semesters were combined to present the percentile scores for 20 factors; the first data presented on the CSI Summary and Planning Report are the scores on four factors labeled "Summary Observations." These scores are derived from the students' responses on other CSI factors, or scales, combined with the demographic information students provide on the survey. The four factors are: (1) Dropout Proneness, (2) Predicted Academic Difficulty, (3) Educational Stress, and (4) Receptivity to Institutional Help. The "Summary Observations" factors are provided to help university staff members identify students who are in serious Educational Stress and in particular need of academic assistance. Each Report actually includes a list of students with a Dropout Proneness score of 65 or higher who are identified as "Students with High Dropout Proneness." The average score for the 456 males at KSU who completed either version of the CSI between Fall 04 and Spring 08 is over 65 – which mean that these young men have a greater risk of dropping out of college than 65% of the other young men who completed the CSI across the U.S. during that same period. The scores for young women at KSU were near the national average of 50%, indicating no significant risk, and were not included in the table. Not surprisingly, these young men also report greater Educational Stress than approximately 62% of similar young men across the nation or scales, for the approximately 1,100 KSU freshmen who completed the CSI. The good news is that KSU students report a high level of openness to help. The factor on which the scores of the 1,100 KSU freshmen consistently exceeded the national norm is Receptivity to Personal Counseling. These students are more interested in receiving counseling in personal matters than about 63 percent of the 93,000 students nationwide who completed the CSI—with the young men's scores exceeding those of the young women. This implies that many of the young men and women, who enter the University, come with the realization that they have stressful issues and that someone might be able to help them.

Students leave for personal (sociological/psychological) reasons in addition to academic and

financial ones. National research and data suggest that students leave at:

a. End of freshman year because of:

1. Academic difficulty
2. Boredom
3. Lack of understanding of reasons for taking remedial classes
4. Inability to handle transition into college
5. Personal and financial problems
6. Dissatisfaction with campus services

b. End of sophomore year because of:

1. Academic difficulty
2. Personal and financial problems
3. Lack of clear academic goals and focus
4. Boredom

c. End of junior year because of:

1. Financial aid difficulties (often too many attempted hours)
2. Academic Difficulty
3. Personal and financial difficulty
4. Poor advising

The University understands that overall improvement of the quality of student life and learning leads to improved retention. It also understands that retention strategies that have been known to work include the following elements which must work together, concurrently:

1. Improved academic advising including early-alert, monitoring and intervention systems.
2. Coordination of academic progress with the financial aid situation.
3. Strong Academic support structures and committed manpower.
4. Bridging to support students that need multiple remediations.
5. Caring faculty and staff.

For this reason, the University presents the following strategies to achieve progress under the three failed objectives:

Major Initiatives to Improve Retention and Graduation Rates of Students

The University is undertaking some major initiatives in order to respond to the three areas of 1) retention of first year Kentucky undergraduate students, 2) retention of Kentucky undergraduate students in general and 3) graduation rates of Kentucky students:

1. The cornerstone initiative is the University's Quality Enhancement Plan (QEP). The title of the plan is *Academics with Attitude: Building the Foundation of Student Success*. The purpose of the Kentucky State University QEP is to foster in students an attitude of educational engagement and planning necessary for academic success in developmental and gateway classes. Through an emphasis on collaboration among faculty, academic support services, and student support services, the QEP personalizes the college experience for the first-year students in need of extensive developmental coursework, personal growth and development, and acclimation to the academic environment. It promotes holistic student development into the second year as well

while continuing to relate activities and services to classroom performance. A student with proper “attitude” is engaged with learning, is motivated to succeed academically, and forms the habits to achieve academic success. Considerable resources are being devoted to this plan which came about as a result of extensive conversations between all campus constituencies – students, faculty and staff.

2. A reduction in the number of credit hours required for graduation is an initiative in progress. The Office of Academic Affairs has been working with departments and the Faculty Senate to find ways to bring the number of course credit hours for degree programs to 120 where possible without compromising the quality of those degrees. This will reduce time to graduation, cost and improve six-year graduation rates. The Faculty Senate recently approved a reduction in hours to 120 in Mass Communication and Journalism, English (Creative Writing Concentration), English (Literature Concentration) and Spanish. Other programs are undergoing review for the same purpose.
3. The Office of Academic Affairs is working hard to have curriculum ladders for all majors and 9-semester schedules of classes up on the website to assist students and advisors with precise and efficient curriculum planning.
4. The University is mounting an aggressive drive to get returning students to fill out their financial aid applications – FAFSA, in a timely manner. The Office of Financial Aid is working collaboratively with faculty members to achieve this goal.
5. The University is preparing to send a letter to all students here and those who left, in particular Kentucky undergraduate students, to find out if there are areas in which the University could assist them in their progress toward graduation. They will receive responses from officers of the University who have authority to provide assistance.
6. The University has developed and implemented the *Breds Pledge Program* for students matriculating at Kentucky State University. Students who are PELL eligible, with less than \$3,000 expected family contribution (EFC, as determined by their FASFA) qualify for grants and/or work program supplemental aid to assist them in covering tuition and fees, room and board and books. KSU is fully committed to promoting student success while minimizing student debt. The Breds Pledge Program is intended to recognize student success and expects student accountability.
7. In order to streamline enrollment services, the University is opening a one stop shop. The University's vision of a Student One-Stop Shop Enrollment Services Model is based on an historical analysis of the challenges that have been faced by students, faculty, and staff at KSU, and it will:
 - Exemplify a student centered approach to enrollment service in each OEM office;
 - Actively engage the redesign of those critical processes that are necessary for student success;
 - Utilize a tailored triage approach to providing services related to those critical processes; and
 - Provide for the requisite technical training that complements and enhances these processes

This project is also informed by feedback, survey data, and roundtable dialogues with KSU staff members who have frontline experience in facilitating the critical processes that are necessary for student success.

In addition to the initiatives listed above, the University is initiating other processes to improve the retention of Kentucky undergraduate students as well as other students and their graduation

rates. Some strategies are already in place as indicated in the list that follows.

Other Potential Strategies to Enhance Retention and Graduation Rates: (not a new idea here at KSU.)

1. Structure developmental education to be more responsive – in progress
2. Front load best efforts in the first year – in progress, through the QEP
3. Expand learning communities, increase interventions – QEP
4. Ensure that conditionally admitted students be left with no doubts about the conditions of their admission and why they have those conditions
5. Mail out brochures regarding developmental courses – implemented
6. Revise academic policies that are no longer relevant or which do not support the institution's strategic goals of attracting new and transfer students - in progress
7. Encourage more interdepartmental communication keeping the focus on students and learning
8. Set an early deadline for the admission of conditional admits - QEP
9. Eliminate late registration for students who need remediation - QEP
10. Establish an electronic means for taking attendance (e.g. swipe cards) – in planning stage
11. Conduct Customer Service Training for all employees and ensure all new hires receive same training - implemented
12. Enhance transfer advising and enrollment - implemented
13. Complete block scheduling of all incoming freshmen during the summer - ongoing
14. Establish graduation plans for students with 90 earned hours

Documentation for Quantitative Waiver

(a). Commitment of funds to equal opportunity related activities

The Office of General Counsel utilizes between \$2,000 and \$4,000 each year on equal opportunity training and discrimination awareness. Another \$3,000 to \$4,000 is utilized for faculty/staff training from the Title III budget. For the past two years, Kentucky State University has participated in a faculty recruiting conference called the Compact for Faculty Diversity. The Compact is sponsored by the Southern Region Education Board (SREB). SREB invites either state higher education governing bodies (such as CPE) or individual universities to participate. Kentucky has been fortunate that SREB has extended the invitation to participate in the Compact to CPE, which then allows all of the public universities in that state to attend this outstanding event. The focus of the Compact is to bring together the largest group of minority master's and doctoral students in the country. The attending universities are allowed to participate in a career fair for future faculty that runs the duration of the conference. KSU was fortunate in the first year to recruit a Ph.D. in Nursing. The University did not have such success in this second year, since many of the participants were not ready to graduate. The Land Grant Program covered the cost of one administrator to attend the 2007 conference and the 2008 conference, which was approximately \$1,800 per year. Also in 2008, the Provost covered the cost of participation of the three Deans, which would have been the same approximate amount per person. Additionally, a member of the Provost's office is assigned to each faculty search committee to ensure diversity in the pool of candidates.

(b). Financial Aid Distribution

Table 1 below delineates the total enrollment of Kentucky State University for the fall 2006-Fall 2008 period. Data indicate that the three-year average for the institution's cohort of African American students is approximately 61%, while the three-year average for the institution's cohort of all non-white students is approximately 70%. Kentucky residents represent approximately 63% of this three year average.

Table 1

Three Year Enrollment Trend			
	Fall 2006	Fall 2007	Fall 2008
Total Enrollment	2,500	2,696	2,659
Enrollment Growth	4.8%	7.8%	-1.4%
Level: Undergraduate	2,341	2,510	2,497
Graduate	159	186	162
Status: Full-Time	1,823	1,964	1,984
Part-Time	677	732	675
FTE	2,049	2,208	2,209
Gender: Female	1,404	1,555	1,507
Male	1,096	1,141	1,152
Ethnicity: African-American	1,580	1,581	1,568
White	758	762	669
Other Ethnicity	82	258	422
Foreign Students	80	95	75
Residency: In-State	1,635	1,738	1,542
Out-of-State	865	958	1,117
Non Traditional Students	35%	34%	32%

As indicated in Table 2, 77% of these students are dependent on financial aid in order to gain access to higher education. Nevertheless, according to a study conducted by the Public Interest Research Group, nearly 40% of all students who borrow money for financial aid graduate with what is deemed “unmanageable” debt levels.

Table 2

Institutional Financial Aid Distribution	Fall 2007	Fall 2008
% Received any Aid	77%	76%
Average Aid Disbursed	\$3,059	\$3,089
% Received Federal Grants ₂	56%	55%
% Received State Grants ₂	30%	31%
% Received Institutional Grants ₂	31%	31%
% Received External Grants ₂	11%	10%
% Received Loans/Self Help ₂	76%	80%
% Received Tuition Waiver ₂	9%	6%
% Received Athletic Awards ₂	8%	9%

Likewise, recent data indicate that 80% of KSU students received either loans or some form of self help. Self help represents a critical component of KSU’s efforts to bridge the affordability gap for low income students, and those students are typically classified as minority. Table 3 provides a listing of the current tuition and fee structure that is associated with attending Kentucky State University.

Table 3

Tuition and Fees (Annual)			
Fall 2007 Fall 2008 <i>Full-Time Undergraduate</i> ₁			Change
Resident	\$5,320	\$5,692	7.0%
Non Resident	\$12,490	\$13,490	8.0%
<i>Full-Time Graduate</i> ₂			
Resident	\$5,400	\$5,850	8.3%
Non Resident	\$12,600	\$13,680	8.6%
Resident	\$175	\$190	8.6%
Non Resident	\$415	\$450	8.4%
On-line Programs	\$240	\$260	8.3%
<i>Per Credit Hour Graduate</i>			
Resident	\$265	\$325	22.6%
Non Resident	\$665	\$760	14.3%
On-line Programs	\$300	\$325	8.3%
<i>Room and Board</i>	\$6,340	\$6,392	0.8%

The institution has made significant and critical investments in its efforts to reverse the national trend and more effectively address affordability from a “needs-based” perspective. For example, KSU has developed and implemented the *Breds Pledge Program* for students matriculating at Kentucky State University. Students who are PELL eligible, with less than \$3,000 expected

family contribution (EFC, as determined by their FASFA) qualify for grants and/or work program supplemental aid to assist them in covering tuition and fees, room and board, and books. KSU is fully committed to promoting student success while minimizing student debt. The *Bred's Pledge Program* is intended to recognize student success and expects student accountability.

(c). Student services activities

The Office of Student Life offers a variety of social and developmental activities. Some of the activities have included the Annual Men's Conference featuring Dr. Boyce Watkins, Dr. Rasheed Cromwell and Rev. Reginald Davis. KSU and Midway College continue their collaborative leadership program for women initiated by Regent Karen Bearden. The Office of Student Life co-sponsored with the Quality Enhancement Program a trip to hear John Green, author of *An Abundance of Catherine's*.

One year ago the University launched Project Graduate, an outreach effort to engage and graduate returning adult students. Phase I of the initiative focuses on adults who have earned a large number of course credits. The Office of Enrollment Management has developed and implemented KSU's Project Graduate Campus Action Plan, which is designed to provide academically qualified individuals the chance to complete a baccalaureate degree, improve their earning power, and contribute more to their community and the Commonwealth of Kentucky. The action plan has focused on marketing to, reaching out to, and re-enrolling KSU students who left Kentucky State University after completing the majority of work required to attain a baccalaureate degree. To this end, the University is pleased to provide the following update regarding the success of the initiative:

- There are currently 40 project candidates pursuing degree completion.
- The program assisted 2 candidates in attaining degrees during the initial Spring 2008 Semester.
- The program assisted 5 candidates in attaining degrees during this past Fall 2008 Semester.
- The program anticipates that 9 candidates will attain degrees at the end of the current spring 2009 semester.

(d). High School Visitations and Results

State	City	High School	Total Number Of Applicants
KY	LAWRENCEBURG	ANDERSON COUNTY HIGH SCHOOL	56
KY	OWENSBORO	APOLLO HIGH SCHOOL	7
KY	LOUISVILLE	ASSUMPTION HIGH SCHOOL	2
KY	LOUISVILLE	ATHERTON HIGH SCHOOL	1
KY	LOUISVILLE	BALLARD HIGH SCHOOL	17
KY	BARDSTOWN	BARDSTOWN HIGH SCHOOL	14
KY	LEXINGTON	BRYAN STATION SENIOR HIGH SCHOOL	50
KY	CECILIA	CENTRAL HARDIN HIGH SCHOOL	9
KY	LOUISVILLE	CENTRAL HIGH SCHOOL	75
KY	HOPKINSVILLE	CHRISTIAN COUNTY HIGH SCHOOL	25
KY	DANVILLE	DANVILLE HIGH SCHOOL	20
KY	OWENSBORO	DAVISS COUNTY HIGH SCHOOL	8

KY	LOUISVILLE	DUPONT MANUAL MAGNET HS	19
KY	LOUISVILLE	EASTERN HIGH SCHOOL	50
KY	ELIZABETHTOWN	ELIZABETHTOWN SENIOR HIGH SCHOOL	4
KY	EMINENCE	EMINENCE SCHOOL	8
KY	IRVINE	ESTILL COUNTY HIGH SCHOOL	4
KY	LOUISVILLE	FAIRDALE HIGH SCHOOL	9
KY	LOUISVILLE	FERN CREEK HIGH SCHOOL	55
KY	FLEMINGSBURG	FLEMING COUNTY HIGH SCHOOL	4
KY	PRESTONSBURG	FLOYD COUNTY HIGH SCHOOL	1
KY	FRANKFORT	FRANKFORT HIGH SCHOOL	12
KY	FRANKFORT	FRANKLIN COUNTY HIGH SCHOOL	54
KY	FULTON	FULTON CITY HIGH SCHOOL	2
KY	FRANKFORT	GED CERTIFICATE	8
KY	WINCHESTER	GEORGE ROGERS CLARK HIGH SCH	11
KY	BOWLING GREEN	GREENWOOD HIGH SCHOOL	8
KY	ELIZABETHTOWN	HARDIN COUNTY HIGH SCHOOL	1
KY	LOUISVILLE	HARRY DOSS HIGH SCHOOL	65
KY	HENDERSON	HENDERSON COUNTY SR. HIGH SCHOOL	18
KY	LEXINGTON	HENRY CLAY HIGH SCHOOL	20
KY	NEW CASTLE	HENRY COUNTY HIGH SCHOOL	15
KY	COVINGTON	HOLMES HIGH SCHOOL	15
KY	HOPKINSVILLE	HOPKINSVILLE HIGH SCHOOL	16
KY	LOUISVILLE	IROQUOIS HIGH SCHOOL	33
KY	LOUISVILLE	J M ATHERTON HIGH SCHOOL	30
KY	LOUISVILLE	JEFFERSON COUNTY HIGH SCHOOL	11
KY	LOUISVILLE	JEFFERSONTOWN HIGH SCHOOL	12
KY	ELIZABETHTOWN	JOHN HARDIN HIGH SCHOOL	25
KY	LEXINGTON	LAFAYETTE SENIOR HIGH SCHOOL	37
KY	PADUCAH	LONE OAK HIGH SCHOOL	7
KY	LOUISVILLE	MALE TRADITIONAL HIGH SCHOOL	24
KY	RADCLIFF	NORTH HARDIN	28
KY	OWENTON	OWEN COUNTY HIGH SCHOOL	40
KY	OWENSBORO	OWENSBORO SENIOR HIGH	17
KY	PADUCAH	PADUCAH TILGHMAN HIGH SCHOOL	19
KY	LEXINGTON	PAUL LAURENCE DUNBAR HIGH SCH	31
KY	LOUISVILLE	PLEASURE RIDGE PARK HIGH SCHOOL	33
KY	GEORGETOWN	SCOTT COUNTY SENIOR HIGH SCHOOL	24
KY	LOUISVILLE	SENECA HIGH SCHOOL	35
KY	LOUISVILLE	SHAWNEE HS MAGNET CAREER ACAD	28
KY	SHELBYVILLE	SHELBY COUNTY HIGH	46
KY	LOUISVILLE	SUDA E. BUTLER TRADITIONAL HS	21
KY	LEXINGTON	TATES CREEKS HIGH SCHOOL	25

KY	CADIZ	TRIGG COUNTY HIGH SCHOOL	12
KY	LOUISVILLE	VALLEY TRADITIONAL HIGH SCHOOL	16
KY	LOUISVILLE	WAGGENER TRADITIONAL HIGH SCHOOL	22
KY	BOWLING GREEN	WARREN CENTRAL HIGH SCHOOL	12
KY	BOWLING GREEN	WARREN EAST HIGH SCHOOL	5
KY	FRANKFORT	WESTERN HILLS HIGH SCHOOL	43
KY	LOUISVILLE	WESTERN MST MAGNET HIGH SCHOOL	26
KY	VERSAILLES	WOODFORD COUNTY HIGH SCHOOL	14

(corrected 6/5/09)

(e). Academic support services

Below is a chart reflecting the SIS (Student Information System) data uploaded in TutorTrac for visitors to the Academic Center for Excellence (ACE) and FRIENDS (for non-traditional students) for AY's 07-08 and 08-09.

	Fall 2007	Spring 2008	Fall 2008	Spring 2009 (to date)
KY Residents	129	87	77	46
Total Students	571	871	954	502
KY Percentage	23%	10%	8%	9%

Though not a quantitative element, ACE has responded to an area high school teacher who requested a presentation on college readiness for her class. The Center is also currently volunteering at the Simon House to help transitional parents prepare for the ACT and possibly KSU. Other activities, such as the Talent Search and Upward Bound programs serve Kentucky residents, although not directly recruiting them for KSU.

(f). Number of interviews granted to African-American applicants for positions - between 1/1/05 and 3/2/09 a total of 153 individuals have been hired as full-time "permanent" employees. The following is a break out of the new hires by ethnicity:

Ethnicity	Number	%
African-American	84	54.9%
White	65	42.5%
Asian	2	1.3%
Hispanic	2	1.3%
Totals	153	100%

(g). Offers of employment made and rejected -- Between April 2008 and March 2009 HR made 32 job offers with only one offer rejected. The individual who rejected the offer is an African-American male.

(h). Utilization of funds to stimulate units to improve their employment data – KSU does not provide monetary incentives to departments or individuals to increase diversity. In the Academic Affairs area, the Provost assigns a member of his staff to serve on every faculty search committee to make sure that a diverse pool of candidates is developed.

(i). Special actions for units within an institution if additional efforts are required – Other than the actions and initiatives mentioned earlier, no other additional efforts are employed.

(j). An evaluation of long-range data trends for those objectives that fell below expectation:

1. Retention of First-Year Kentucky Resident Students

	F04/F05	F05/F06	F06/F07	F07/F08	F08/Spr09*	Objective
African American	54 of 92 58.7%	73 of 140 52.1%	91 of 194 46.9%	79 of 182 43.4%	76 of 100 76.0%	52.2%
White	38 of 69 55.1%	32 of 59 54.2%	36 of 64 56.3%	30 of 70 42.9%	36 of 52 69.2%	52.2%

Continuous Progress Status: Not Achieved

* Fall 2008 to Spring 2009 retention

2. Retention of all Kentucky Resident Undergraduate Students → “Persistence”

CPE:

	F04/F05	F05/F06	F06/F07	F07/F08	F08/Spr09*	Objective
African American	405 of 594 68.2%	419 of 616 68.0%	476 of 685 69.5%	433 of 657 65.9%	464 of 571 81.3%	66.1%
White	362 of 528 68.6%	357 of 526 67.9%	407 of 537 75.8%	367 of 530 69.2%	360 of 447 80.5%	66.1%

Continuous Progress Status: Not Achieved

* Fall 2008 to Spring 2009 persistence

3. Six-Year Graduation Rate for Degree-Seeking Kentucky Residents – Fall 2002 Cohort

CPE:

	F04/F05	F05/F06	F06/F07	F07/F08	Objective
Cohort Year	1999	2000	2001	2002	
African American	30 of 138 21.7%	23 of 85 27.0%	29 of 111 26.1%	15 of 92 16.3%	25.4%
White	13 of 41 31.7%	21 of 48 43.8%	5 of 42 12.0%	8 of 41 19.5%	25.4%

Continuous Progress Status: Not Achieved